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ABSTRACT

This manual presents activities designed to encourage speaking in elementary and secondary school Spanish language classes at the novice and intermediate proficiency levels. Following guidelines outlined in the Utah "Foreign Language Mastery Curriculum Guide," each of the activities is identified according to the topic, level, and specific objectives it seeks to accomplish. Suggestions are given as to how the activities can be tested, implemented, or varied for use at the elementary, secondary, and college level. (MDM)

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TEACHING FOR ORAL PROFICIENCY IN SPANISH:

A TEACHER'S MANUAL TO ACCOMPANY

FOREIGN LANGUAGE MASTER CURRICULUM

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FORWORD

In the summer of 1985 a committee of French teachers wrote, Teaching for Oral Proficiency in French Teacher's Manual to Accompany Foreign Language Mastery Curriculum. The basic format and content of this manual were sound, and so a committee of German teachers used it to write a similar manual for German. They embellished and added examples as they desired. The manual in German was then translated into Spanish so that teachers of Spanish would have a model to help them use techniques designed to build the speaking skills of students.

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INTRODUCTION

The Utah State Foreign Language Mastery Curriculum Guide of 1985 clearly outlines the development of the oral proficiency approach to foreign language learning that has developed during this decade. The 1985 Foreign Language Mastery Curriculum uses the American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines as specific objectives for each level of foreign language teaching. Careful consideration of both the Utah State 1985 Curriculum and the newly updated accompanying ACTFL Guidelines will prepare you for the use of this manual for implementing the speaking objectives.

This manual expands the "Objectives for Speaking" outlined on pages ten and fourteen of the 1985 Utah Foreign Language Mastery Curriculum. Specifically, it contains activities that encourage speaking in the Spanish language class on the novice and the intermediate proficiency levels. Page thirty-three of the 1985 Mastery Curriculum suggests that the novice and intermediate proficiency levels are generally reached during the first two years of secondary school study. In addition, many of the novice level exercises continued in this manual would be useful in an elementary school Spanish program; some of the intermediate level exercises would be profitable for a third or even fourth year high school class.

Each activity described in this manual is identified according to the topic (content), the level (novice or intermediate) and the specific objective (social greetings, introductions, questions, commands, or ordering meals) it seeks to accomplish. In addition, each heading

indicates how the activity is used in the class: either the entire class participates together, or the students work in pairs, groups, or teams. Suggestions are given as to how the activity can be tested, implemented, or varied for use at different levels: elementary school, middle school, junior high school, high school, or college.

These activities reflect the keystone concept of the foreign language proficiency approach: students need to be able to speak the target language. Although the listening skill has been neglected in the past, this neglect can no longer exist. Listening comprehension is essential in learning to speak. The other language skills, reading, writing, and understanding the target culture are extremely important and should receive adequate emphasis, but the abilities to listen and to speak are the foundation for language acquisition. The oral proficiency approach emphasizing listening and speaking does not suggest that there is a "single solution" method that will develop oral proficiency. Rather, it implies that there are many ways to encourage listening and speaking in the classroom. The activities in this manual offer a variety of ways in which students can communicate with each other in Spanish.

The oral proficiency approach grew out of the rating system (novice-intermediate-advanced-superior) used to classify performance on the ACTFL/ETS Oral Proficiency Interview. This interview is adapted from those used to evaluate the speaking ability of students in the United States government language training schools. Foreign language learning is a complex process involving the acquisition of many skills. Acquiring

proficiency assumes that the student develops these skills on a step-ladder continuum.

Proficiency also recognizes that the four basic language skills may not develop at the same rate: listening proficiency often develops more quickly than speaking, for example.

Perhaps the most important discovery made by the government schools in developing the proficiency approach is that each level of language learning represents a new relationship between the three basic factors of language. These factors are defined as function, content, and accuracy. Functions are various tasks to be accomplished, e.g. ask questions, give commands, give instructions, describe, report and narrate; they are associated with the attitudes language expresses, and the tone that is conveyed. Content refers to topics, and subject areas, and activities addressed in the target language. Accuracy indicates the quality, the precision of the message in the target language. Accuracy includes grammatical accuracy, but can also include cultural appropriateness. Together, functions, content, and accuracy create the three goals (the functional trisection) that each language learning activity seeks to accomplish.

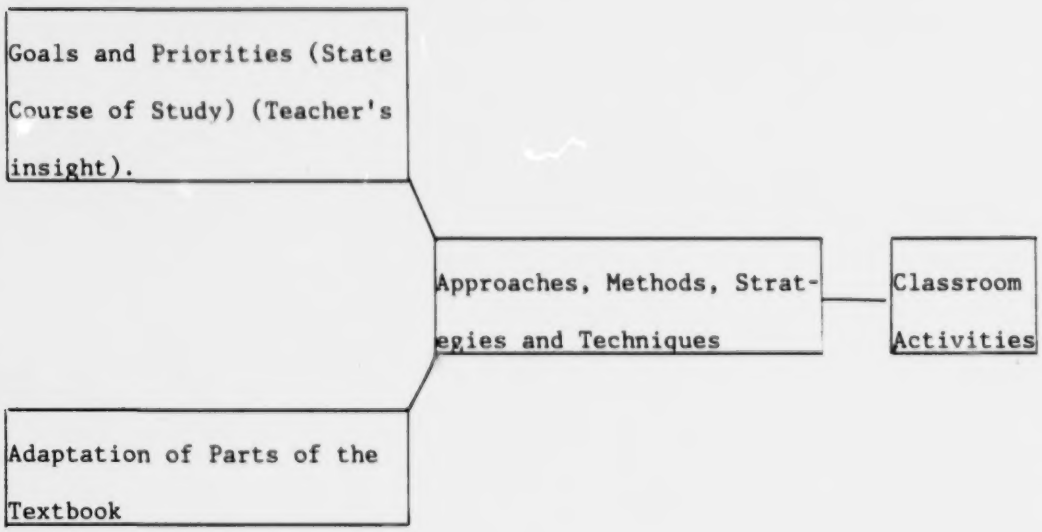
This manual offers suggestions for enriching the speaking opportunities of Spanish students in accordance with the three factors outlined above. On the novice level, the primary function or task is to enumerate or use memorized material. Novice students can say only what they have memorized; they do not tend to communicate in complete sentences, and they perform best by listing vocabulary concepts. Content on the novice level involves

categories of common words such as basic objects, weekdays, months, meals, colors, clothing, family members, weather, year, dates, and time. Accuracy for the novice student involves the effort of making him/herself understood: the student strives to acquire enough pronunciation and vocabulary to accomplish very simple communication. At the novice level, vocabulary and limited pronunciation are developing and should therefore receive emphasis. A first-year course outline or syllabus based on the introduction of vocabulary tends to be the most successful. Speaking will develop if ample opportunity for listening is provided; however, students should be guided to produce speech. This is the readiness principle.

The Natural Approach, Total Physical Response, and picture-message activities, among others, provide good "input" or listening opportunity for the novice student. The novice level speaking activities in this manual assume that students have had ample listening experience. When students do these activities, they should be ready to speak comfortably in short one or two-word responses or in very short sentences -- listed in this manual as high frequency expressions or utterances. Many errors are to be expected; some correction should be made through remodeling responses, but individual correction should not be overemphasized.

Intermediate level students have expanded language functions: they can create with the language, ask and answer short questions, and participate in short conversations. Content on the intermediate level addresses everyday survival and courtesy needs. Accuracy includes sufficient grammar and pronunciation improvement so that the student becomes increasingly comprehensible to a native speaker used to dealing with foreigners. Many

errors in usage occur in simple survival conversations. Intermediate students respond to situations designed to help them develop skills for survival in the target language. The activities in this manual address that need and will be of much help in designing a proficiency-oriented intermediate program. Using this manual, along with the state course of study entitled Foreign Language Mastery Curriculum, will allow teachers to design and plan their courses. The following diagram[1] shows an overview of the planning procedure:


Goals and Priorities (State Course of Study) (Teacher's insight).
Approaches, Methods, Strategies and Techniques
Classroom Activities
Adaptation of Parts of the Textbook

From this diagram one can clearly see that teachers are to use the textbooks as one tool among many to accomplish the goals and priorities involved in acquiring and learning a foreign language through a variety of approaches suited to a variety of learning styles. Gone are the days when one approach sufficed.

[1]Elizabeth G. Joiner and June K. Phillips, "Merging Methods and Texts: A pragmatic Approach," Northeast Conference Report: The Foreign Language Teacher: The Lifelong Learner 1982, P. 109

The teaching syllabus grows out of the curriculum goals and directs the planning and doing of class activities. The textbook is used to provide some of the activities, but the teacher is in control. The textbook is not a crutch, it is a tool. One doesn't "cover" the text; one uses it along with many other materials and activities to achieve the goals in the curriculum guide.

SPECIFIC TOPICS INCLUDING LEVELS, OBJECTIVES, ACTIVITIES,

AND TESTING PROCEDURES

NOVICE LEVEL SPEAKING ACTIVITIES

Description

Novice students begin without knowledge of Spanish. They proceed through major emphasis on listening comprehension to use language consisting of one or two words related to elementary needs and courtesy expressions. Students begin to communicate primarily with memorized vocabulary. Through extensive repetition their expressions progress so they develop some flexibility with words and short phrases.

Standard for Novice Level

A standard is a broad description of a task to be accomplished through language use. Novice students share thought and ideas effectively using spoken vocabulary appropriate to their age and situation.

Objective One: Use basic courtesy expressions

Formal/informal greeting. Entire class/pairs. All grades.

1. Students are assigned to bring a magazine photo of a famous person. Emphasize that the person in the photograph may be old or young; you want all ages represented. The day of the exercise each student takes the

identity of the person whose picture they brought. Students then are to go around greeting each other on the formal or informal level according to the ages of the people in their photographs. Students collect "autographs" of the famous people they meet as they greet each other. A time limit (10-15 minutes) should be used. At the end of the time limit the student with the most "autographs" wins a simple prize.

2. To practice the Tú/usted distinction, establish name cards such as: school principal, teacher, dog, classmate, store clerk, brother, etc. Cards could be in English or Spanish, depending on the vocabulary that has been learned.

a. The teacher holds up each card and elicits one of the following questions: Tú: ¡Hola! ¿Qué tal?

Usted: Buenos días. ¿Cómo está usted?

The teacher answers each question appropriately:

Tú: Perfectamente. ¿Y tú?

Usted: Muy bien, gracias. ¿Y Usted?

b. The same cards may be passed out to students. Other students approach them and in pairs they act out what the teacher has just done with them. For a reward, each time a conversation takes place, students exchange signatures. Each signature is worth a point.

Structured in the same manner, students could practice other courtesy expressions: Da me tu lapiz, por favor. Tenlo.

Déme su lapiz, si me hace el favor. Tenga el lapiz.

3. The teacher presents situations which call for the tú/usted distinction. The teacher then writes the names of individuals on the top part of the chalkboard, such as Señor García; María; Mi amiga, Anita; Mi hermana; mi Madre; Miguel, mi hermano; Señor Lópes.

The teacher then stands beneath each name in turn and the students greet him/her according to the formality or informality of the situation. Various students now take turns standing beneath the names and the entire class greets them appropriately. To continue the exercise, distribute an index card to each student. Have each student write a name and an age on his card: Señora Garcia, 32 años de edad; Pedro, 10 años. Divide students into pairs. Students proceed to greet each other. Cards are then passed on to other pairs: the students receive a new identity and again greet each other appropriately.

4. Names. Students do a switch-chain game. They sit in a circle (if you have a large class, you may want to have two circles), and the teacher chooses two "starters." Each of these starters will begin a chain of questions/answers, one by going to the left, the other by going to the right. For example, starter "A" will turn to his left and say, "Me llamo Roberto," and player to A's left will answer, ¿Cómo te llamas? "A" will repeat, "Me llamo Roberto." A2 will then turn to his left and say, "Me llamo Roberto." A3 repeats the question ¿Cómo te llamas? and then A2 repeats the question to A1. A1 tells the answer to A2, who tells A3, who tells A4, who asks the question, which must be repeated all the way back to A1, who supplies the answer, which is then repeated all the way down the line. The B side, of course, has a separate exchange in progress, and both chains must be kept alive, especially after they cross each other and the students are asking

and answering in both directions. This is a game which can be used to review many contents. For example, the statement might be "Este es un tenedor," or "Esta es una cuchara," and may be responded to with this question, "¿Qué es esto?"

Objective Two: Use terms for common classroom objects

Identify classroom objects. Entire class/pairs.

1. (All grades.) The teacher labels previously taught classroom objects with letters or numbers. Speaking practice can then take several forms:

a. The teacher says a letter or number. The class looks at the object labeled by the letter or number and identifies it orally.
b. Students can then work with partners and quiz each other.
c. Students can draw letters or numbers from a hat or box and name those items.

2. (Secondary school grades.) Using a page of pictures or an overhead, the student identifies objects by logical pairs. For example, "la tiza/la pizarra," la silla/la mesa." Any logical combination is acceptable. This could also be done in partners, as a game. Partners would share the same visual sheet, and take turns naming logical pairs. If they could not think of a pair within a given time limit, for example, 10 seconds, they would lose a turn. Students could keep score for each other, and be given points for each logical pair. The winner may be given a bonus for coming up with the most pairs. See addenda for drawing of classroom objects (see page 15a).

3. Lotto game. This game is an enjoyable way to review and encourage speaking after these vocabulary concepts have been fairly well learned. Vocabulary should include items used in your own classroom. Example:

Lotto Card

5	9	1	8	4	could be filled with pictures, shapes,
3	7	2	5	7	actions, words, activities, actions,
8	4	6	1	9	colors - fill entire card.

For maximum learning, be sure the students exchange cards frequently.

Day 1: Each student receives a lotto card consisting of three blank spaces. She/he also receives a series of sketches of classroom objects. As homework the student fills her/his lotto card with three sketches of objects for card A.

Day 2: The teacher hands out small paper cups containing dried beans as game tokens. The teacher then draws from the hat slips of paper with sketches or objects from column A and pronounces the words. Play continues until the three objects on a student's card have been called and marked, at which point the student calls out "Lotto." The winning student then replaces the teacher in drawing slips and calling the objects.

Day 3: Teacher draws sketches of objects from columns A and B from a hat until a student wins. The student verifies the six objects on her/his card and then replaces the teacher as caller. Homework: Lotto cards with eight or more blank spaces are filled with sketches for cards A, B, and C.

LOTTO

Day 4: The teacher begins the game and turns it over to the students as soon as the first student wins.

This activity should not be allowed to drag: eight to ten minutes daily at the end of class leaves students wanting to continue. If the winning student is too shy to call the game, allow him to select a helper. If the students do not understand the student caller, they will ask, "Más recio, por favor" or "En voz alta, por favor." to encourage better pronunciation.

Objective Three: Recognize basic interrogatives.

1. (Teams.) Play a game where two teams challenge each other. Team members face each other one by one. A person from team A asks a question to which a person from team B must make any appropriate short answer.

¿Dónde?	. . . a Guadalajara.
¿Cuándo?	. . . el 25 de diciembre.
¿Cómo?	. . . bueno.
¿Quién?	. . . Isidrio.
¿A qué hora?	. . . al medio día.

If team B makes a suitable answer, they get a point. After a determined number of tries, the teams switch roles.

2. (Entire class.) After the question words have been taught, the teacher selects one student to leave the room. The teacher or class decides on one of the question words, for example, "quién." When the student is brought back into the class she/he would point at any student at

random and say, "responde!" The student indicated would have to give an answer to the question, for example, "Beatriz," or "Andrés." The pointing student, the "it", keeps going until he can say which of the question words the class is using. Eventually, the class could expand to saying two answers, so that "it" would have to be aware of more than one. When class members have had some experience, they could be expected to use up to five, and the "it" would have to determine not only the words but what order. For example, if the student indicated answered, "Amanda, a Mérida, en julio, seis," for which the questioner would answer, "Quién, adónde, cuándo."

3. (Entire class, secondary grades.) The teacher writes 5 w"s and an h on the board in capital letters. She/he then tells students that a good newspaper reporter must learn to write the story. The teacher writes the question words on the board: who, what, when, where, why, and how. The Spanish word is written next to them and the class practices their pronunciation. Teachers who prefer a total immersion classroom could base the presentation phase of this exercise on the memory device Q-Q-C-C D-P-Q (quién, qué, cuándo, cómo, dónde, por qué). The teacher then reads several typical news stories from papers which demonstrate this very simply and asks the questions either in Spanish or English. The story might be something like this:

> At six o'clock this evening there was an automobile accident behind the school. A small truck collided with a car and both drivers were injured. The driver of the truck had been drinking. He was speeding. His name is John Doe. The teacher then says, "At six o'clock." the Students say, "cuando." The teacher then says, "Behind the school."

The students say, "dónde." The teacher continues with the questions and other news stories until the students know the question words.

Objective Four: Understand numbers, colors, shapes, opposites, and the alphabet.

1. Recognize and think with numbers 1-100. Entire class. All grades.

Write the numbers on cards. Distribute to students. When the teacher says the number, the student with that number stands, shows the card, and repeats the number. Move on to simple math problems: the teacher says two numbers and indicates addition or subtraction. For example, if the teacher says "doce" y "siéte" the two students with those cards stand up showing the cards. The class then says "Doce y siete son diesinueve."

2. Telephone numbers. Entire class/pairs. Secondary grades.

After having discussed Spanish telephone numbers, hand out two index cards to each student. Each student then writes the same make believe Spanish phone number on her/his two cards. The student keeps one card and hands the other to the teacher. The teacher then shows various cards and models:

¿Tiene usted el número de teléfono 61-86-04?

¿Tienes tú el número de teléfono 61-86-04?

Si, tengo el número de teléfono 61-86-04.

No, yo tengo el numero 71-93-54.

No, no tengo ese número.

The teacher then shuffles the cards and distributes them to the class. The

students then have ten minutes to find who has their phone number or to find numbers of other students if they want these numbers.

3. Colors. Pairs. All grades.

Partners sit facing each other, so that half face the front of the class and half the back. The teacher, using pictures, art prints, or magazine photographs (LIFE magazine is one excellent source of large pictures), goes first to the back of the room and holds up one picture. The student facing the back of the room (A) describes the picture to her/his partner, using whatever vocabulary she/he has; for example, "el mar, la señora, verde, azul, hace buen tiempo," etc. After one or two minutes, the teacher goes to the front of the room, and perhaps asks some of the B partners (those facing the front of the room) about what they were told. The teacher then gives the B partners a choice of two pictures, and they identify which picture was described. The process is repeated, showing a picture to the B students, who describe it to the A students.

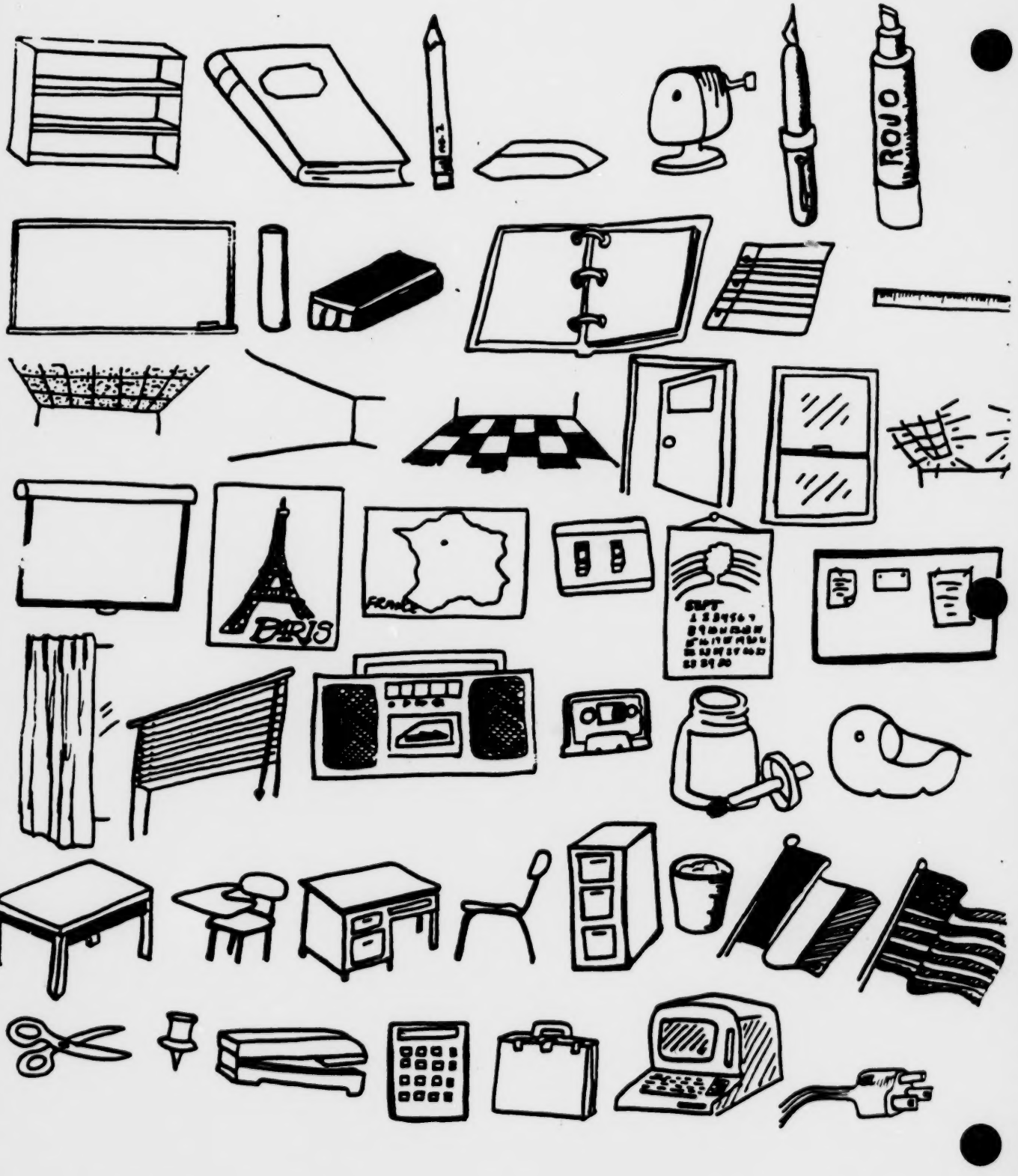
4. Colors, opposites, shapes. Entire class/groups. All grades.

Teacher gives vocabulary: azul, encarnada, moreno, etc.
pequeño, grande, redondo, etc.
escuadra, triángulo, círculo, etc.

Give each student paper and magic markers or crayons. Give directions to the group: Diseñen un cuadro, encarnado, y grande.

Diseñen un triángulo pequeño y azul.

CLASSROOM OBJECTS



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LOGICAL PAIRS

el acuario

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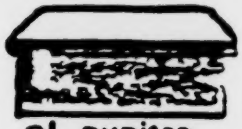
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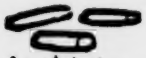
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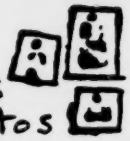
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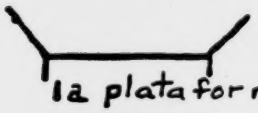
la caja de pinturas

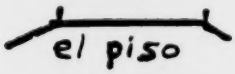

la plataforma

el caballete

los creyones

los pinceles

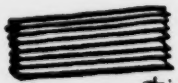
la campanilla


el piso

los niños

las plantas

la pizarra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el calendario

las niñas

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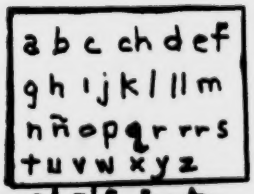
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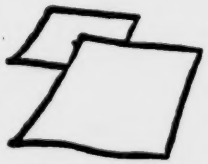
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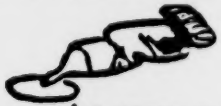
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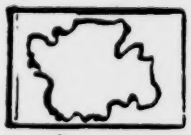
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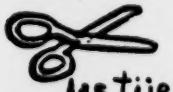
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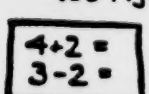
el picaporte

la profesora
la maestra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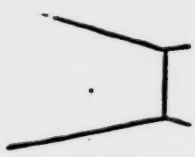

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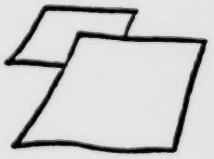
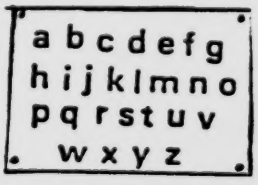




Have students say what they are drawing as you proceed:

El cuadro es grande y rojo.

El triángulo es pequeño y azul.

Complete seven to ten drawings. Have individual students stand, point to one of her/his own drawings, and ask the class: "¿Qué es esto?" The class then identifies the drawing he points out. Divide students into groups for additional practice. To recycle this exercise, expand drawing directions to include, "Dibujen una línea derecho (un circulo, etc.) encima de la página (al pie de la página). After practice with various shapes, divide the class into groups of four or five. Each student in the small groups will give a "dibujen" command which the other students in her/his group will draw.

5. The alphabet. Entire class/groups. All grades.

Put the alphabet on the board as it is taught. Point to the letters to elicit student response. Have students spell their own names to a group or to the class. Students may spell a recognizable word that others try to guess. Students may enjoy singing the ABC song using Spanish letters.

6. Shapes, Containers, and Textures

Students will be able to recognize, point out and draw some shapes as per command and be able to recognize and describe some textures. Activities: 1) Have student draw and label shapes. 2) Have students cut shapes out. 3) Point out objects in the class or pictures and have students name the shape of the objects. 4) Pass out paper, glue and scissors and have

students cut basic shapes and glue them together into a picture. They then describe that picture by telling what it is and what shapes make different parts of the picture. 5) Introduce the adjectives along with the nouns, i.e., redondo o cuadrado o un círculo by describing the shapes of classroom objects. 6) Textures can be used to describe objects, liso, áspero, blando, duro, suave. 7) Obviously students can and should be given opportunities to describe and give commands with these words as often as possible. Testing: The student will manipulate shapes on command. The student will recognize shapes, textures and containers in picture or other forms.

7. Numbers

Students will demonstrate understanding of what is heard by effectively sharing thoughts and ideas in speech using vocabulary appropriate to level. Activity: 1) Count on fingers to demonstrate cultural difference. 2) Show flash cards with numbers on them. 3) Teach 1-24 with numbers showing on clock. 4) Count by multiples of given numbers. 5) Call roll by number instead of name. 6) Provide answer to simple math problems. 7) Provide missing number in a problem. 8) Clap on a specific number and multiple thereof. 9) Answer questions - "How many?" 10) The imagination is very effective in teaching numbers. Let any possibility be used to achieve the objective. Always use numbers in Spanish when giving page numbers or any other number. Let the students hear as much Spanish as possible. Testing: Questions on a Proficiency Test should be answerable with a simple response, e.g., How many of a given thing do you see?, How old are you?, How many people are in your family?

8. Colors

Students will demonstrate understanding of what is heard by effectively sharing thoughts and ideas in speech using vocabulary appropriate to level. Activity: 1) Let students see the color as it is named. 2) Play the colored eggs - Lobo goes to the door and asks hen for eggs, "What kind?", "un huevo colorado." Lobo names colors until a color from class is named. The student pre-named that color must run and touch opposite wall and get back to desk before lobo catches it. 3) Name the States using predetermined colors. 4) Match words with colors. 5) Twenty questions using colors. The imagination is very effective in teaching colors. Let any possibility be used to complete the objective. Testing: Questions on the novice level should be answerable with a simple response: "¿De qué color es el caballo?"

Objective Five: Use common names for family members.

1. Family members. Entire class/groups. All grades.

Students take a poll of the classroom and then report on it. For example, one group of students might poll how many sisters class members have; another group might poll how many brothers they have; the students then report their findings to the class. Have students make their own family tree and talk about it in front of the class. Use pictures of modern rock or movie stars to illustrate an imaginary family tree. Ask the class questions about the persons on the tree and their supposed family relationship to each other:

A. ¿Quién es alto? ¿Quién tiene pelo corto?

B. ¿Cómo se llama la hija de Angelina?

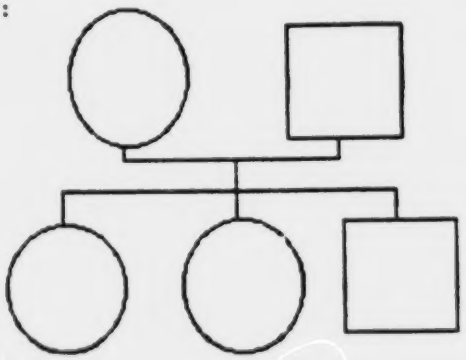
¿Cómo se llama el esposo de Juana?

C. ¿Quién es la prima de Marta?

¿Quién es la madre de Anabel?

2. Biographical bingo. Groups. Secondary grades.

Divide students into groups. Each group of students has a simple family tree grid such as the one below:



Each group of students has an envelope containing the same number of cards as there are spaces on the family tree. Each card in the envelope describes one of the family members to be located on the grid. A card is drawn and placed face down in front of each student. The first student picks up her/his card and reads one sentence from it. The second student picks up her/his card and reads a sentence. The students need not read the sentences in the order given on the cards. The game continues until one of the students can identify the father, the mother, the older brother, the younger brother, and the sister. To simplify the game for beginning students, the names of the family could be written on the board. Also, after the game has been won in each group, the winner could quiz the other group members on the attributes of each family member. The teacher could

then ask questions about the family to the groups and award a prize to the group that knows them best. An association game can be played with this information and these groups.

Here are some sample cards:

Me llamo Pablo.
Yo soy piloto.
Tengo 33 años.
Yo manejo un aeroplano grande.

Me llamo Elena.
Yo soy maestra.
Tengo 36 años.
Trabajoen la escuela.

Me llamo Miguel.
Yo soy estudiante
Tengo 16 años
Voy a la escuela secundaria.

Me llamo Edna.
Yo soy alumna.
Tengo nueve años.
Voy a la escuela primaria.

As the students develop fluency in the immediate family, extended family trees can be included in the game.

Activity: To understand and use terms indicative of the immediate family.

1. On the chalkboard draw, or have a poster ready, of simple pictures, such as stick figures. Arrange the family in genealogical order and label family members. Now questions, such as "¿Quién es ese hombre?" and "¿Como se llama él (ella)?", naming each member, i.e. "El padre se llama Ricardo." are appropriate.

2. Add the vocabulary words, la abuela, el abuelo.. Choose a student to represent each member of the family. Let them arrange themselves and then get them to describe simply their relationship, beginning with the baby, who can say, "Yo soy la nena. Me llamo Josefina. El es mi hermano. El se llama Carlos."

3. The teacher will now describe a family. As she or he narrates, the students copy or add to their genealogical chart.

Testing: Repeat Activity 3.

Objective Six: Use days of the week and months of the year in conversation.

1. Use days of the week and month. Pairs. All grades.

Assign a day to every student. Give them 5-10 minutes to circulate through the class and announce their day to other students. The other students must respond with the following day. Each time an exchange is successful, students exchange signatures which are worth points. This activity may be recycled with months, with the preceding day, or with the questions: "¿Qué es el diá de tu amigo (a)?"

2. Use days, months, dates, and weather. Entire class/pairs. All grades.

Hang eight to ten pictures that show definite seasons, weather, people involved in simple activities. Place a number and a day of the week in

Spanish on each picture. The teacher discusses each picture in Spanish, saying the day, the date, the weather, and anything else to be observed. Students then turn to partners and describe one of the pictures giving this same information without identifying the number of the picture. Each partner writes down the number of the picture that he thinks his partner is discussing. Keep the exercise simple with expressions such as: "Es lunes, el tres de octubre. Llueve. Los niños van a la escuela."

Objective Seven: Pronounce and identify words describing body parts, clothing, weather, home, food, and shapes.

1. Pronunciation practice. Teams. All grades.

The students play "Gossip" or "Telephone." The first student in the row is shown a picture, and whispers the word to the second student, who whispers what she/he heard to the third, etc. If the word is still pronounced correctly by the end of the row, that row or team gets a point. Teams may be rotated so that members sit in different order. This activity may be used with any content and is designed to make students aware of pronunciation in a non-fear-centered activity. This exercise has the added benefit of encouraging careful listening as well as good pronunciation.

2. Content cluster practice. Teams. All grades.

Divide the class into groups of approximately ten. You may wish to furnish each group with a prop, such as a suitcase. One student then begins a

chain story modeled on the teacher's introductory phrase: "Voy en vacación y voy a llevar con migo . . ." The student then says one item of clothing, such as "un vestido," or "zapatos." The student then passes the suitcase to the next person. This student must then repeat the phrase including what the previous student said and adding another item of clothing. If a student fails to repeat all the previous articles of clothing he goes to the back of the team and the entire group must start over again. The first team to successfully "pack the suitcase" will be the winners and receive a simple prize. This activity could be adapted to much of the content included in this objective: "Yo voy en compras y compraré comida, ..." "Decoraré mi casa. Decoraré la sala. Compraré una sofá, silla butaca, ..."

Activity: To recognize and use the Spanish vocabulary for the parts of the body.

1. As a special activity introduce Títere on overhead. Then use his body to introduce body parts vocabulary.

2. Have students draw body parts on the board of their títere (puppet).. Three students approach the board with chalk. Each draws "Títere" and labels parts of the body.

"Títere"

Los ojos, la nariz, la boca,
la cabeza, la cara.
el pescueso, los brazos,
el estómago, las orejas,

las piernas, los pies, las manos,

los dedos, los rodillos, la muñeca,

el codo, la cadera.

3. Do the Hokey Pokey song game.

4. Sing the "Head, shoulders, knees and toes" song.

5. Play Simon says.

6. Use clay or other art medium to practice body part vocabulary.

IMAGE MASTER

BODY LABEL TEST SYMBOL - RESPOND

Activity: Students will be able to name and recognize objects of clothing by name.

1. Give commands and allow students to give commands as to items of clothing to be put on by other students or on dolls or paper dolls.

2. Students in groups trace a member of the group and make a life-size paper doll which they clothe and present to the class with a list of the clothing worn.

3. "¿Cuántas prendas de vestido puedes ponerte?" The student puts on as much as possible. Then student or class names each article as it comes off. The team with the most clothing on that can name the item as it comes off wins. Thirty second time limit on clothing period works well.

4. Name the clothing they have on in class or at a particular time of day or day of the week. Hoy llevo presto: pantalones, zapatos, camisa, y corbata para escuela. Los sábados me pongo ropa vieja como . . .

Testing: Students will recognize clothing as presented to them.
From a choice of articles they will choose the correct name.

Activity: To be able to communicate with memorized material with some sentences.

1. Describe the weather in Spanish using pictures you've cut out. At the

same time write key words on the board: hace frío, hace fresco, hace sol, hace mal tiempo, hay nieve, hay lluvia, etc. After that have them get together in pairs and tell each other about the weather where they live or assign them to describe to each other weather in different parts of the country.

2. College Bowl. Describe different types of weather in Spanish. The team that first knows what you're talking about pushes the buzzer. Or, put weather transparency on the screen, point to a picture and have them tell you with words what it is.

3. They tell you about the weather using English or Spanish words. You write the Spanish word on the board, either nouns, adjectives or verbs. Then have them make a collage of a weather scene anywhere in the world. Next day have five or six of the students get up and describe either their own collage or another person's, "en español," of course.

Testing: Ask the students "¿Pueden ustedes decirme qué tiempo hace hoy?"

Activity: Students demonstrate understanding of what is heard by effectively sharing thoughts and ideas in speech using vocabulary appropriate to level.

1. Display and name letters of the alphabet.

2. Distribute letters among students and have letters held on display as named.

3. Sing alphabet song.

4. Spell name of student in Spanish.

5. Spelling drills.

6. Display objects that begin with letter named.

7. Use of the imagination is very effective in teaching the alphabet.

8. Teach the alphabet to help the students to write and recognize the different letters.

Testing: Every novice skill that can be shown as having been learned by having student repeat the alphabet.

Activity: Food - identify fruits and vegetables and personal taste preferences.

You will need a set of individual pictures of different fruits and vegetables. Introduce or review the name and description of each item while holding up the appropriate picture. For example: Esta es una manzana. La manzana es redonda y rojo, o verde, or amarillo. ¿Tiene buen sabor una manzana? Si, una manzana tiene buen sabor. A mí me gusta comer una

manzana. (Pantomime eating--with appropriate facial expressions.) ¿Les gusta comer una manzana?

After you finish describing each item, place the picture in the chalk tray, leaning against the chalkboard--or tack to bulletin board--so the class can see it. When you have discussed three pictures, ask students to identify (pick up, touch) the picture of a given fruit or vegetable and respond with sí or no to the question(s) "¿Tiene buen sabor una _____?" or "¿Te gusta comer un(a) _____?" Repeat after each group of three pictures until you have finished the set and all pictures are displayed. Then use TPR with individual students, instructing them to manipulate the pictures (e.g. "Ponga la manzana al lado del plátano.") or to answer questions such as "¿Cuál es amarillo?" or "¿Cuál te gusta más comer?" by touching or picking up the picture as you repeat its name. (Students may want to do the naming themselves at this point.) You can also give the description of each item without naming it and have students identify which picture you are describing, either by pointing or naming.

Suggestions: Instead of using pictures, you can use plastic or real fruits and vegetables for this activity. You might also ask students to identify or name which items they eat at a given meal, time of day, or season.

Proficiency Test: Repeat any of the activities, requesting students to name the fruit or vegetable instead of pointing to the picture. You could also have students quiz each other. An advanced student could describe the fruit or vegetable and another student could name it. Another way to test would be to bring slices or chunks of the tastier fruits and vegetables and allow students to eat what they could name or say what they liked.

Objective Eight: Express through acquired vocabulary likes, dislikes, and feelings.

1. Personal likes/dislikes. Entire class/groups. All grades.

Students create a collage of personal likes and dislikes. Using the collage as a visual and a prop, they present their likes and dislikes to the class or to a small group. For example, a student has written a math problem on his collage poster. She/he shows the poster and explains: "Me gusta helado; me gusta montar a bicicleta. Me gusta tantito las matemáticas, y odio la espinaca." This exercise can be simple or complex, depending upon the number of items assigned for the collage. The collage may be prepared in class or at home.

2. An opinion poll. Pairs. Secondary grades.

From a prepared list of statements find students who match the stated opinion and who will initial that opinion as theirs.

Opinion survey:

a. Me gusta la espinaca.

b. No me gusta esquiar.

c. Me gusta más la universidad de Utah que la BYU.

d. No tendré niños.

e. Me gusta automóbiles grandes.

f. No me gusta siquiera automóbiles grandes.

g. Soy holagazán (peresoso).

h. Me gusta trabajar.

i. Me gusta viajar a China.

j. Me gusta cuando llueve.

k. Me gusta punkmúsica más que la música classica.

l. No me gustan los cines.

m. Amo a mis padres.

n. Me gusta cantar.

o. Me gusta el campo más que la ciudad.

Activity: Associate feelings with pictures and/or brief descriptions of stories of famous people.

1. The teacher prepares short descriptions of 2-4 sentences to go with pictures of famous people who are known for a particular quality, e.g., "Abraham Lincoln, encontró un centavo. El llevó el centavo a la vieja Señora Longoria. Lincoln es honesto." As each picture is shown and the sentences read, the picture is then given to a student. Later students are asked, "¿Quién es honesto?" The student holding the picture responds, "Abraham Lincoln es honesto." Also the other students may point to the picture and respond similarly. Some follow-up questions may be appropriate: ¿Es honesto o no honesto?" "¿Quién es honesto también?" (George Washington).

2. Brainstorming. In order to help assure that various famous people portray the same quality to as many students as possible, it may help to brainstorm. Students name famous people along with the salient quality. The teacher notes the name and the quality (in Spanish) on the board. (Students may respond in either English or Spanish, but

the teacher writes only the Spanish word alongside the name.) Later, the teacher prepares appropriate short paragraphs or sentences.

Variation: The teacher may bring in many pictures and ask the students to say or write the major quality which they associate with each person.

Variation: Each student brings in a picture of a famous person and a single descriptor (in Spanish or in English).

Testing: Be able to match the quality to the person.

Objective Nine: Pronounce and use words and short phrases pertaining to nature.

1. Animals. Teams. All grades.

Students are divided into teams. Each student on a team draws a picture of a different animal. Each team then gives its drawings to the teacher. The teacher calls up individual team members and shows them pictures drawn by another team. The individual team member then returns to his/her team and gives one-word clues (animal body parts, typical color, etc.) to help his/her team members identify the animal drawn by the other team. The time limit is variable. The group with the most points or that finishes first will receive a prize.

2. Animals and Habitats. Entire class/groups. All.

After being instructed in the vocabulary, students may be given a visual

clue (such as images on an overhead transparency) and asked open-ended multiple-answer questions such as "¿Cuáles animales viven en el bosque?" Students could also practice logical matches, pairing an animal with its habitat (el pez/la charca) or with its natural enemies (La liebre o el conejo/el perro).

Activity: Recognize descriptions of animals. Give descriptions of animals.

Understand and use vocabulary related to animals.

1. The teacher describes a fictitious animal to the students. Each student draws the animal and then compares his picture to the picture from which the teacher took his description.

   Variation: Each student draws a fictitious animal (with a possible limit of 3-5 animals' parts: front legs of an elephant, right hind leg of a cat, face of a gorilla, foot of a zebra, etc.). Teacher describes the various concocted animals and each student draws on paper and/or at the board. The students develop Spanish name for the created animal.

2. Tic tac toe. Each student makes a tic tac toe grid and writes in the names of nine animals (with or without gender), in any order. The animals are chosen from a master list which the teacher provides, the list containing 15-20 animals. The students work in pairs, using only one grid, but with each student choosing some of the animals. The teacher then reads clues which describe each of the animals. The

clues may be single sentences including the name of the animal, or they may include several sentences without stating the name of the animal. The student who first recognizes the animal being described places his pencil in the appropriate square and puts his mark there. The game stops after the teacher has read all clues. The winner is the one with the most rows of three. Partners check each others papers.

Variations: Each student makes his own grid, rather than working with a partner. The first student to get a row of three goes to the board and writes his name there. When five people have their names on the board, the game stops and the teacher checks to be sure the marked animals have indeed been mentioned. The teacher holds up a picture rather than reading a clue. Each student gives the name and/or a description of an animal. The student may make up his own description, though brief, or the teacher may pass out cards with the descriptions written out for the student to read.

Testing: Draw the animal as described. Mark the correct animal, based on a description or picture. Read the description so that other students can mark the correct animal. Describe an animal briefly.

Further Suggestions:

1. Bingo. Teacher prepares bingo cards (4-8 separate arrangements, or more) with pictures of animals. As the teacher reads clues, the first five students with a full row come to the board and write the names and genders, if possible, of all the animals. Lists are then checked.

2. Each student brings a picture of a pet or other favorite/unusual animal and describes it, using present vocabulary, to the class or a partner. Students may look up words beforehand. Variation: The student shows the picture to the class and the class brainstorms (some English accepted, but the teacher writes only in Spanish on the board). Variation: Partners exchange pictures and explain and/or ask questions of each other.

3. Contest. Teacher reads a description of an animal to two students. The first one who says it, in Spanish, with or without gender, wins. Variation: The teacher hangs pictures of the animals around the room, with numbers. The students state the number of the picture. Variation: Teacher prepares several clues, beginning with the least obvious, which is worth 5 points, another somewhat more obvious, which is worth 3 points, and a third, which is very obvious, worth 1 point.

4. Games in partners or teams. A picture of an animal is shown along with the instruction: Nombre, Sonido, Apariencia, Proposito, or Otra información.. The student must then give a word which describes the animals name, sound it makes, or describes its appearance, or tells how it is used by man (or in nature), or additonal information, e.g.,
Leon/rugir/melena/
zoológico o cazar.

Picture: Lion

Nombre: Leon

Sonido: bramar, rugir

Aparencia: Melena

Proposito: En el gardín zoológico o cazar.

Otra información: Come animales que son enfermos o débiles; mejora la salud de los demás animales en huir del león.

Activity: Recognize animals and use the Spanish names for them.

1. Take a field trip to a farm or zoo; identify vocabulary by flash card. Practice vocabulary orally. When you return to the classroom use any medium to get the students to reproduce the animals and pronounce their names.

2. Have students manipulate small plastic animals by following directions given by the teacher or by another student. Example: "Vamos a edificar un granero. En el granero tenemos una zahurda para criar puercos. Los puercos están en la zahurda. Dos vacas están en los establos a la izquierda. Entre las vacas vemos un perro ovejero. A la derecha de la zahurda está la familia de los patos.

3. Sing songs with animal vocabulary in them. Have show and tell with pets describing animal in target language.

4. Play animal charades.

5. Use animal pictures for a "safari Hunt" in the classroom.

Activity: Find the appropriate items, using information in Spanish.

1. Scavenger hunt. Teacher prepares one or more lists of items, using a sentence to describe each item. The master list may include 20-40 items. The list for each group of students includes possibly 8-10 items, but each group has a list somewhat different from the lists in the other groups. During class the students in each group decide who will be responsible for each item. Students write one additional descriptive word or sentence about the items collected and bring the objects and the words (sentences) to class. Students share their items and words via show and tell, either in their groups or for the entire class. Items included could be: twig, blade of grass, spider, pebble, etc., and each list could include one or two items not yet discussed.

Objective Ten: Use terms needed for giving directions (to School, Church, and Store).

1. Giving directions. Pairs/groups. All grades.

Students may work in pairs or groups, depending on how many blindfolds are available. Each blindfolded student has either a partner or other group members (if possible, keep groups below 6), who will direct them around the room or around the school by using commands such as "Da la vuelta a la derecha, al derecho, dos pasos adelante," etc. Students may take turns being blindfolded.

2. Giving directions using maps. Pairs. Secondary grades.

Paired students are given two versions of a map, one with the "A" version and one with the "B" version, and have to direct one another to localities on the map. For example, the "A" map has several locations identified that the "B" map is missing, and vice versa. "A" may direct "B" to "la panadería," so that "B" can label his/her map and then "B" may direct "A" to "el correo," so that "A" can complete his/her map.

3. Directions. Entire class/groups/pairs. All grades.

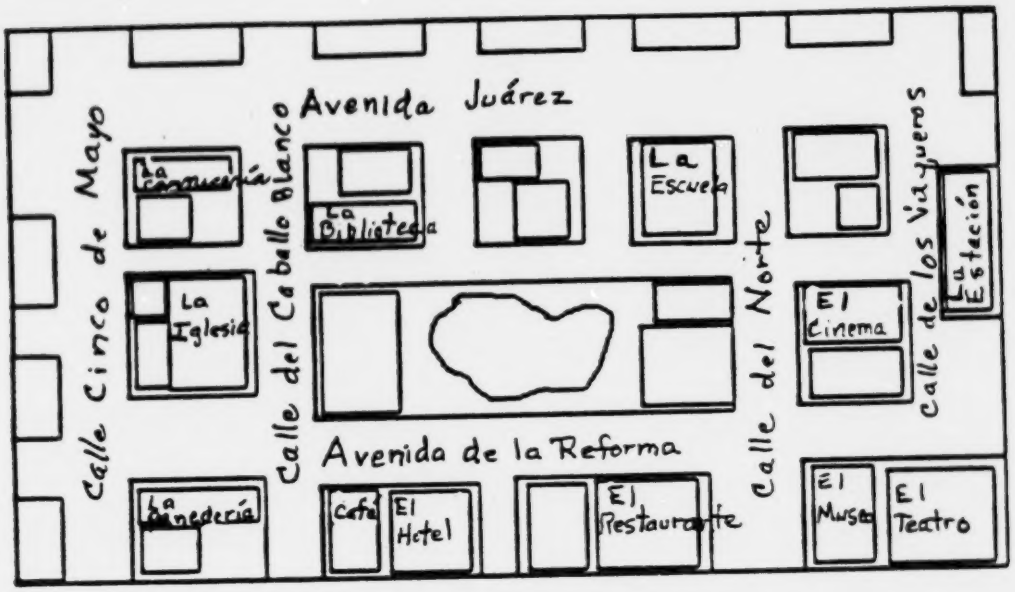
Students are asked to imagine that they have invited a classmate to their home after school. The classmate has to stay after school for an activity and cannot accompany the student who makes the invitation to his house. The student must then describe to his/her classmate how to find his/her house from the school building.

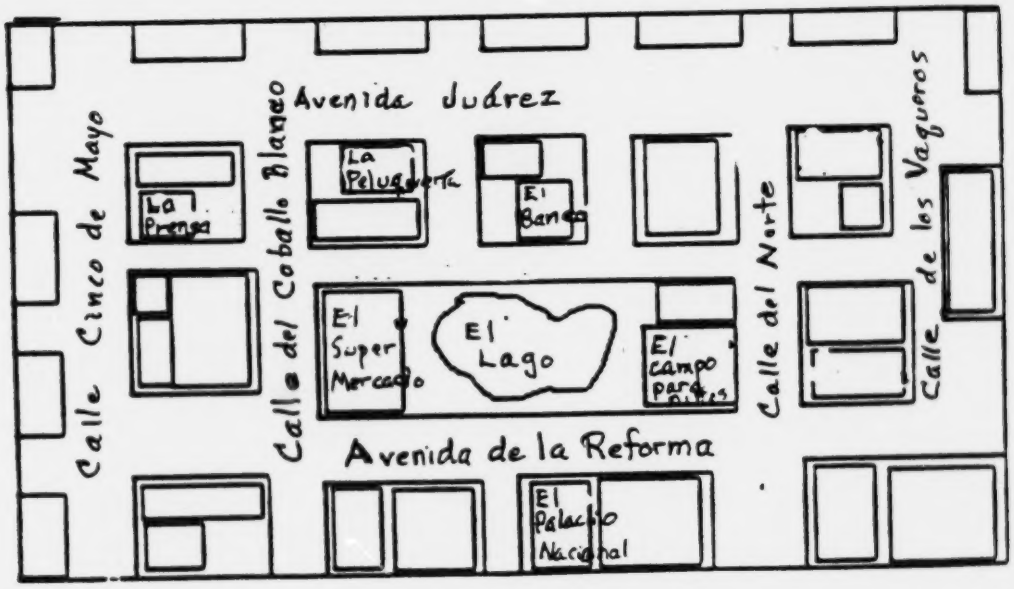
Activity: Students will use memorized terms needed for giving directions, e.g., to school, church, and store, etc.

1. After teacher gives TPR commands, "Vaya a lá derecha, a la izquierda. . . ," have students command others: Véte al cinema que está en la Calle de los Vaqueros.

2. Use a map or make the classroom into a replica of a city and have the students direct each other to go places in the city.

MAP


Avenida Juárez
Calle Cinco de Mayo
Calle del Caballo Blanco
Calle del Norte
Calle de los Vaqueros
Avenida de la Reforma
La Carnicería
La Biblioteca
La Escuela
La Iglesia
El Cinema
La Estación
La Panadería
Café
El Hotel
El Restaurante
El Museo
El Teatro


Avenida Juárez
Calle Cinco de Mayo
Calle del Caballo Blanco
Calle del Norte
Calle de los Vaqueros
Avenida de la Reforma
La Prensa
La Peluquería
El Banco
El Super Mercado
El Lago
El campo para niños
El Palacio Nacional

37a

3. Have a student direct a blindfolded person through a maze. (Maps and diagrams could be obtained or made of the school, community, Mexico, etc.)

4. Draw a map of Mexico to scale on floor. (Check with the principal and custodian for permission and help. See sample at Box Elder High School.)

Objective Eleven: Use money and tell time.

1. Using Mexican money. Pairs. Secondary grades.

Line up visuals or use an overhead transparency of items to be purchased on the first day of a trip to Mexico: torta, café, cola, periodico, etc. Affix prices to the items, using whole numbers up to 20,000 pesos. Students work in pairs. One student plays the role of the customer and asks: "¿Cuánto cuesta?" The other student plays the role of the waiter or salesperson and replies using the attached price: "Cuesta _____ pesos." roles are then reversed for practice.

2. Guessing prices. Pairs. All grades.

Place a covered or hidden price tag on objects for which students already have vocabulary (clothing, cafe drinks, etc.). Pass tagged items from pair to pair as the exercise proceeds. Pairs take turns asking each other what items cost: "¿Cuesta_____ pesos?" Partners then look at the hidden price tag and answer: "Sí, cuesta _____ pesos." or "No, cuesta _____ pesos."

3. Twelve/twenty-four hour time. Teams. Secondary.

This exercise can be practiced after the basic twelve hour time system has been mastered and the twenty-four hour system introduced. The teacher prepares a packet of 25 cue cards giving the time for each hour of the day as it would be listed on an official Spanish train schedule: 0.01, 1.00, 2.00, etc., up to 24.00. The cue cards are then arranged so that the more difficult times of the afternoon and evening hours are interspersed with the easier morning hours. The students are divided into two teams. They are told that they are playing the game "Buen Viaje!" and are telling their friends the time they will catch a train for a trip in Spain. The teacher shows the first time-card to the class. The first student on Team A must correctly read the official time his train leaves and then restate his departure in informal time: 13.00 "Salgo a las trece horas exactamente; es la una de la tarde." If the Team A student is unable to correctly state his departure time, his team receives a minus point, and it is the turn of the first student on Team B to state the time correctly. If the Team A student states the time correctly, the teacher shows another time card and the first student on Team B attempts to read it. Plus and minus points are recorded on the chalk board as the game progresses and the team with the highest score wins the game.

Activity: To recognize and use currencies of a specific country in real life situations.

1. Show students samples of money from Mexico. Real samples would be fine. If not, then draw facsimile currencies. Introduce the

commonest denominations, such as peso, and centavo, cinco centavos, diez centavos, viente centavos, cincuenta centavos; also paper currency: $5, $10, $20, $50. The students should be able to recognize the money of each country and in each instance, answer the question, ""¿Qué es esto?"

2. Cambio de dinero. Write the basic conversation for this transaction: "Yo quiero cambiar dólares por pesos." Learn to use these expressions. To help students memorize these sentences play Currency-Exchange Baseball.

Testing: Each student will exchange American money for Mexican currency, with a bank clerk, who usually looks a lot like the teacher.

Activity: Students demonstrate understanding of time by answering questions using vocabulary appropriate to level.

1. Bring in a clock or use clock in the classroom.

2. Provide xerox clocks so students can draw in times.

3. Describe things that happen at various times of the day.

4. Describe parts of day: Mañana por la mañana, mañana por la tarde, etc. Arrange them in order.

5. Teach times of day with symbols.

6. Use different times of day to discuss culture - el almuerzo, la merienda, etc.

Testing: Since functional ability on the novice level is limited to repetition of memorized material, questions should be answerable with simple responses.

Objective Twelve: Talk about routine activities and a simple daily schedule.

1. Routine activities. Entire class/pairs. All grades.

This exercise can be done after the present tense of basic reflexive verbs has been presented. Assign students to make a drawing of a routine activity. You may wish to make a list of such activities on the chalkboard and assign each student an activity to draw in order to avoid duplication. When the drawings are ready, first have each student stand and explain in Spanish what he has drawn: Yo me levanto, me voy a la escuela, almuerzo, me acuesto, etc. Next, divide the class into pairs. As the drawings are passed from pair to pair, students practice a simple dialogue:

A: ¿Qué haces tú?

B: Yo me levanto. ¿Y tú?

A: Yo también, yo me levanto.

2. Simple daily schedule. Entire class/groups. All grades.

First distribute drawings portraying routine activities to the class (see

exercise one above). Have each student stand and announce to the class the routine activity his drawing shows: Yo me levanto; me voy con mi perro a cazar conejos; etc., next, divide the students into groups of four or five. Students exchange drawings and arrange them in a logical schedule. A time tag is added to each activity. At the end of the time limit (five minutes), each group stands and presents the activities as they have arranged them:

A: Yo me levanto a las siete horas.

B: Yo voy a la escuela a las ocho horas.

C: Yo almuerzo al medio día.

D: Salgo de la escuela a las tres y media de la tarde y voy a casa.

If time permits, organize progressively larger groups of students (ten, twenty, entire class) and instruct them to repeat the activity with increasingly more complicated schedules. Be sure the students exchange pictures each time a larger group is formed.

Activity: Students give their daily routine activities orally.

1. Display pictures showing a routine: getting up, brushing teeth, bathing, showering.

2. Create dialogue of what people do in a routine.

3. Create flash cards of a routine, mix up the cards, have the students arrange the cards correctly.

4. Pantomime or do charades of verbs associated with daily routine.

5. Questions extending into the intermediate level should begin with such words as cuándo, cómo, dónde, quién, and activities extending into the advanced level should begin with "escriban and expliquen."

Testing: Since functional ability on the novice level is limited to repetition of memorized material, questions should be answerable with simple responses, yet, elicit as much as the student knows.

Activity: Students demonstrate use of the calendar by orally using appropriate vocabulary.

1. Use numbers orally in giving dates.
   Hoy es el trece de marzo de mil novecientos ochenta y siete.
2. Use the names of days and months.
   Hoy es lunes, mañana será martes, ayer fue domingo.
3. Give the dates for each student's birthday orally and let students make birthday cards.
   El cumpliaños de Jorge es el dos de marzo.
4. Draw pictures of the seasons and have students talk about the months within the seasons.
   Este cuadro representa la primavera. Hay flores en el jardín; hay pájaros en los árboles de fruta y los becerros corren y brinquen en el campo.

Testing: Since functional ability on the novice level is limited to repetition of memorized material, questions should be answerable with

simple responses. The imagination is very effective in teaching the calendar. Let any possibility be used to complete or test the objective.

Objective Thirteen: Describe people, places, or things pertaining to: occupation, hobbies, sports, games, meals, health, and transportation.

1. Games/sports. Entire class. All grades.

Students are given a picture of "the complete athlete" or shown the picture on an overhead. They then try to list all the games/sports in which the "complete athlete" participates. This activity can be expanded by having students tell whether or not they participate in the same sport: Puedo jugar a tenis. No puedo eskiar.

2. Occupation, hobbies, health, etc. Pairs. Secondary grades.

Students are given a "Encuentre a alguién que . . ." sheet. These sheets could review any topic or a variety of topics:

a. Occupations: Encuentre a alguien que tiene por ocupación: ingeniero/bombero/marinero/piloto o que será de tal ocupación.

b. Hobbies: Encuentre a alguien que tiene por pasa tiempo la coleccion de muñecas/estampillas/ títeres/etc. recollectarán.

c. Health: Encuentre a alguien que tiene tos/dolor de estómago/dolor de cabeza/ha tenido una operación.

Students circulate, asking the appropriate questions in Spanish, and try to get their sheets filled with signatures. Signatures are worth points, and should not be written unless the question was asked in Spanish.

3. Transportation. Teams. Secondary grades.

Using either words or pictures, establish two identical sets of modes of transportation. Tell the class they are going to play a speed game called "Yo voy cómo?" and pass out to each student a word or picture. Each team must have the same words and be even numbered. The teacher calls a cue such as "a pie" and the two students on Teams A and B who have the picture or word for "el pie" must respond, "Yo voy allí a pie." The first one to answer correctly gets the point. After calling four cues, tell students to exchange their pictures within their team. They will then self-teach the new answer they must be prepared to make and all are again eligible to answer. Even if the teacher repeats a previous cue, another set of students will be making the new answer. Possible cues and answers follow:

el pie -- Yo voy allí en automóbile.
la bicicleta -- Yo voy allí por bicicleta.
el automóbile -- Yo voy allí en automóbile.
el autobús -- Yo voy allí en autobús.
el aeroplano -- Yo voy allí en aeroplano.
la autopista -- Yo voy allí por la autopista.

Activity: Describe vehicle orally and give activities possible with the vehicle.

1. The teacher describes various types of vehicles. Each student draws the appropriate vehicle. The teacher may embellish the description, for example, the vehicle has a spotlight on the driver's side, or there is a stripe along the side.

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2. TPR - get into and out of a car, canoe, bike, bus, with the teacher stating and emphasizing each movement in some detail.

3. The teacher writes categories on the board, e.g., aire, agua, tierra, etc. Students then take turns listing various types of vehicles which fit into the various categories, with some vehicles being listed several times. Students brainstorm first as to which categories could be listed.

Activity: Use the names of various occupation in activities.

1. Teacher and students will find pictures of various occupations. Use these pictures to introduce students to names associated with the occupations. Discuss the clothing worn in each profession. This would be a good review of color and even shapes. Mention any special tools used or items worked on, for example, the neumático can be associated with the mechanic or the race car driver.

2. Personalize by asking students what professions their parents work in. Also, have them think of professions they are interested in. Discuss these as a class. Have each student talk about what tools and clothing would be worn as a review. Pantomime activities associated with jobs as a guessing game.

3. Play twenty questions. Have the teacher or a student pick a profession and the class has twenty questions to guess the answer correctly. Questions on the novice level would be simple and relate to tools and clothing as discussed in class.

4. Once you have used the pictures for introduction they can be used again for basic review. Pictures can be held up and students ask, "¿Qué es su profesión?" This can be played as a game, dividing the class into teams.

5. True and false questions. Describe the profession and then ask, "¿Es falso o es la verdad?" Students would answer "verdad o falso."

6. Bingo can be used. Students cover the picture of their own Bingo picture card. Teacher would need to give them the names to choose from. Words can be used on the cards and the pictures can be flashed on the screen with oral descriptions given by an audio cassette. (Video cassettes can be used for the entire process.)

Testing: Ask students to identify professions from tools, clothing worn, items associated with occupation. Multiple choice is possible.

Activity: Recognize and describe orally illnesses and remedies using vocabulary associated with health and fitness.

1. Point to differnet parts of the body. Say "¡Mi diente me duele!" "¡Tengo dolor de cabeza!" "¡Mé duele el estómago!" Talk about the symptoms for illnesses and what you should do if you become ill. Have them pretend they are a doctor and prescribe the remedy for each illness.

2. Learn about the different kinds of health foods. This ties in with the food unit. Try to determine which foods are good for the body and

which foods are not. Teach vocabulary for aerobics and have them try listing the foods they eat in a day and the exercise they get.

Activity: Name and describe hobbies, sports, and games and the activities involved in each and when, where, and how one is involved in them.

1. Use pictures or realia from each sport and ask them what sport it is. Then write correct Spanish word on the board. Then model frequency expressions with each sport such as: "El juega a fútbol my bien. Yo quiero jugar a fútbol también." Hold up realia one more time for review.

2. Ask "¿Qué deporte le gusta más?" Class members answer and tell you which sport they like. You write their answer on the board in Spanish, i.e., "A Pedro le gusta más nadar." Then erase the name of the student from in front of the activity he or she does and ask "A quién le gusta más nadar?" Students in the class give you the answer. Then play the association game.

3. Cut pictures out of magazines of famous sports figures in U.S.A. and a few in Mexico or a Spanish speaking country. Ask students what sport he/she plays and a little about each sport. After that have them get together in pairs and tell a little about their favorite sports figure and the sport he plays.

4. Do similar activities for hobbies and other games.

Testing: Ask the student "¿Cuál es deportes le gustan más?" and "¿Puede decirme algo más de estos deportes?"

INTERMEDIATE LEVEL SPEAKING ACTIVITIES

Description: The intermediate level is characterized by the student's ability to (a) create with the language by combining and recombining learned elements, though primarily in a reactive mode; (b) initiate, minimally sustain, and close in a simple way basic communicative tasks; and (c) ask and answer question. Students at this level can write short, simple letters and take short notes such as telephone messages. They can read simple connected texts dealing with a variety of basic social needs. (Often the student at the intermediate level in speaking and writing is at the advanced level in reading and listening. See ACTFL Proficiency Guidelines.)

Standard One For Intermediate Level

A standard is a broad description of a task to be accomplished through language use. In Standard One intermediate students are learning to initiate, respond to, and maintain conversations about survival needs and social conventions in the target language.

Objective One: Use numbers (beyond 100, decimals, dates and years, cardinal and ordinal numbers).

1. Problem solving with numbers. Entire class/groups. All grades.

The teacher presents money problems to be solved by the entire class: "Ustedes tienen $25,500 pesos. Compran tres libros uno por $12,500, otro por $8,750 y el otro por $3,800 pesos. "¿Cuánto tienen que pagar?"

"¿Cuánto dinero les quedan?" For further practice, organize the class into groups of six. Give each group a packet of cards. The first card states how much money the group has. The next three cards state items they have purchased and how much they cost. The fifth card calls for the total amount expended. The sixth card calls for the balance. The groups must solve their problem together and report their solution as a group to the class.

2. Travel budget. Pairs. Secondary grades.

Give students a form on which they can list items of expense for a trip. Students can role-play the trip. Student A plays the traveling salesman (vendedor) who reports to student B, his boss (gerente de ventas). Student B will accept, approve, question, or reject the expenses presented by A who tries to justify them. This may be acted out in front of a video camera or before the class.

3. Ordinal numbers. Groups. Secondary grades.

The students, in groups, solve logic problem involving, for example, who came in first in a race. Students can be helped to visualize the solution by wearing the runner's name tags and placing themselves in the order indicated in the problem:

Runners: Enrique, Pedro, Julia, Carlos, Andrés, Elena, Patricia. ¿Quién ganó? (The answer is ?) Pedro llegó antes de Carlos. Patricia llegó después de Julia. Enrique llegó antes de Pedro. Elena llegó después de Julia. Julia llegó antes de Carlos. Pedro llegó antes de Julia.

Patricia llegó después de Andrés. Andrés llegó antes de Elena. Carlos llegó segundo a Julia y Andrés. Julia no es segunda. Elena no es el cuatro. Patricia llegó después de Elena. Julia llegó dos después Pedro y Carlos. Enrique llegó antes de Julia. Andrés llegó dos después Carlos y Elena.

When the group has solved the problem, they can practice ordinal numbers by indicating the order in which the runners finished: Patricia llegó primero, etc. If a different problem is given to each group, then each group in turn could present its solution to the entire class.

4. Dates and holidays. Entire class. All grades.

Create a large wall calendar to be posted for each month of the school year. Begin each week with "Lunes." Create a large black movable circle with which to indicate each subsequent date. With large blue circles, indicate the official Mexican holidays. You may also wish to circle American holidays with red. Integrate the calendar into a daily class warmup procedure by asking questions such as: ¿Qué día es hoy? ¿A cuánto estamos hoy? "¿Qué mes?" ¿Qué día es su favorito? ¿Qué mes es su favorito? ¿Por qué? ¿Cuándo es el día próximo de fiesta en Mexico? ¿Dónde estará usted el jueves? el sábado? The calendar could also be marked with various weather symbols and used as a basis of discussion for each month's local weather pattern.

Objective Two: Use formal introductions, greetings, and conversation involving varied social graces and courtesies (formal and informal address).

1. Formal/informal introductions. Pairs. All grades.

First, students interview one another and then introduce each other to the class using an informal introduction: "Les presento a Pablo. El vino de Helper, Utah en Los Estados Unidos. El juega al balón cesto." Students then compile information on an adult they know and admire. They bring a picture of the adult and introduce that person to the class, using a formal introduction: "Yo les presento a Ronald Regan. El es Presidente de Los Estados Unidos. El vino de California."

2. Courtesy in formal/informal address. Pairs. All grades.

This exercise reviews common classroom objects. The teacher models formal, informal, and singular, plural commands:

Dame el libro, por favor. (singular familiar)

Deme, el libro, por favor. (polite, singular)

The teacher reviews with the students the various situations in which the informal versus formal command forms are used. Students then work in pairs and ask each other for things in the classroom. Each pair must also decide what object to ask from the teacher. After five minutes of practice, each pair must perform their commands to each other and to the teacher before/in front of the class.

3. Formal/informal conversations. Entire class/pairs. Secondary grades.

Students have practiced various formal situations, such as addressing a policeman or entering a shop to make a purchase. They have also practiced informal situations, such as talking to a child or another student their

own age. Give groups of students cards on which situations are typed in simple Spanish. Have students role play to solve problems or complete tasks.

Objective Three: Use acquired active vocabulary to manage basic survival situations, e.g., meals, house, and neighborhood, public lodging, time, simple instructions (route directions), transportation, routine commands (customs, police, medical emergencies), banking, shopping, postal service, state of health, and biographical information.

1. Shopping for meals. Pairs. Secondary grades.

Assign a word or give a picture of the word to each student. Students will work as partners and move throughout the room making the following exchanges:

A: Me gusta comer chocolate.

B: Compramos chocolate.

A: Me gusta comer helado.

B: Compramos helado.

After students A and B have completed their exchange, they move on to other students. Signatures can be exchanged for points. The negative forms could also be practiced:

A: No me gusta comer cebolla. (Plural)

B: No compramos cebolla. (Plural)

2. House and neighborhood. Entire class. Secondary grades.

Review and practice vocabulary for preparing meals, shopping, asking

directions, introductions, housing, and setting the table. Students will role play the following situation: The Sanchez family has just moved to a new neighborhood and they have bought a new house. They want to get to know their new neighbors, so they have invited them over for dinner. In this activity all the students are participating as members of the Sanchez family, as neighbors, as shopkeepers, or as persons giving directions. Let the students choose which role they want to play. Divide the class into groups according to roles and allow time for careful planning and coordination before actual role playing.

3. Public lodging. Pairs. Secondary grades.

Each student is given a list of symbols for Spanish hotel accommodations. She/he is also given a 5 x 8 index card. At home, the student selects any four symbols and draws the same four symbols on the left side and the right side of her/his card, which she/he then cuts in half. The teacher collects the cards from half the students, shuffles them, and distributes them randomly to the students. Students must then ask questions of each other until they are paired up as roommates. For example, students having the matching cards #1 would ask:

¿Tiene el hotel un teléfono?

Sí, tiene un teléfono.

¿Tiene un restaurante?

Sí, tiene un restaurante.

¿Tiene el cuarto un acondicionador de aire?

Sí, el cuarto tiene un acondicionador de aire.

Once the students understand the game, the teacher collects and distributes the other half of the cards that have been prepared and repeats the game. Students who asked questions during the first game should answer during the second.

4. Time: 12/24 hour systems. Pairs. Secondary grades.

Review the twelve hour time system. Assign each student to write out his usual Sunday schedule. Next, review the twenty four hour system on the right side. Encourage the student to use different writing styles in preparing each list so that the matching lists are not visually apparent, i.e., prepare one side in cursive and the other in print. The teacher now collects the matching lists from half of the students, separates them, shuffles them, and distributes a list to each student. Students must now ask and answer questions in order to find their "brother" or "sister" who shares the same Sunday schedule. Once the match has been found, each pair could report to the class on its supposed Sunday activities. The activity could then be repeated with the lists prepared by the other half of the class.

5. Simple instructions for route directions. Groups. Secondary Grades.

Students are divided into teams of four or five, and one member of each team is chosen as the driver (chófer). The drivers sit away from the rest of the group. One of the remaining members is chosen as the courier (el guía). The remaining members are given a simple map of a city with a starting point and a destination marked. The drivers are given a copy of the same map with no markings. The group members will attempt to direct

the drivers, through messages relayed by the couriers, from the starting point to the finishing point, choosing the fastest possible route. The teacher may decide to assign each team different starting/finishing points, or use the same for all groups. If different points are used, be sure they are roughly equivalent. The winning team is the one which navigates the course most quickly.

6. Service station needs. Pairs/small groups. Secondary grades.

Discuss with students what they would need to say at a service-station in Mexico if they were driving in that country. Some Spanish expressions they might need are:

Llene el tanque con gasolina superior/común/sin plomo, por favor.

Revise usted el aceite/los neumáticos, por favor.

The teacher now prepares a list of service station needs in English or uses drawings. These needs are presented on an overhead or on the chalkboard. Divide students into pairs or small groups (three or four). One student in each group role-plays the attendant (el empleado) at a station in Mexico. The other students role-play a family vacationing by car in Mexico. The "el empleado" wishes to be helpful but is very busy. Restroom and restaurant needs can be added to the automotive ones. After the role-playing has been perfected, the skits can be presented to the entire class.

7. Routine commands. Customs inspection. Teams. Secondary grades.

Explain to the class why countries have customs inspections and what

customs agents might ask you to do when crossing a frontier. Introduce Spanish vocabulary needed for customs inspection. Tell the students that they are to receive a very strict customs inspection: Paul, a young American who has been studying in Mexico, is crossing the Guatemalan border. The customs agent asks many questions and gives many commands because another young American is suspected of smuggling drugs on the same train. Points could be awarded to the group with the best dramatization, pronunciation, etc.

8. Routine commands: Police. Pairs. Secondary grades.

Review the courtesy formula, "¿Haga el favor . . .?" "¿Puede usted ayudarme, por favor?" "¿Puede usted ayudarme, como puedo llegar a la prefectura (al cuartel)?" Discuss possible situations in which one might need to ask a policeman for help. Situations mentioned would probably include asking for directions, for help in finding an address, reporting the loss of car keys, passport, traveler's checks, reporting suspected theft of such items, etc. Model for students the correct way to address a Mexican policeman in such circumstances: "Perdone la molestia." "¿Puede Usted ayudarme?" "Busco el consulado Americano/el Hotel Hilton." He perdido las llaves de mi automóbil/mis tarjetas de crédito/mi dinero." "Pienso que alguien me ha robado mi automóbil/mis tarjetas de identificación."

" On the chalkboard or an overhead, draw the items that could cue requests for help from a policeman: Keys, credit card, Mexican money, passport, etc. Divide students into pairs and have them practice role playing the policeman and the distraught tourist. Have them exchange roles. When a

pair of students think they have mastered the exercise, they could present it to the teacher or before the class for points.

9. Routine commands? Medical emergencies. Teams. Secondary grades.

Prepare two sets of 5 x 8 inch index cards. Write medical emergencies and appropriate procedures on the cards. Since accuracy with these terms can be difficult, you may wish to use Spanish cue cards for the reinforcement phase of this concept and use English cue cards for testing. Possible vocabulary could include:

Medical Emergencies	Emergency Procedures
el/la muerto(a)	llame a la policía
él/ella está herido(a)	llame a la ambulancia
tiene herida sangrienta	hay que ponerle un vendaje en la herida
tiene un tajo	Quítele la manta. Póngale una venda.
tiene quemadura	¡ayuda!
el hombro está quebrado	que vaya al hospital
la pierna está quebrada	que vaya al hospital
el tobillo/la muñeca	que vaya al hospital
tirantez/torcedura	vaya al medico
desmayarse/sedesmayó	practíquele la respiración artificál

Divide the class into four teams. Tape or pin the cards for the medical emergencies on two teams; distribute the cards for the procedures to the other two teams. Students now imagine that a bus accident has happened on the el auto pista. Another bus has stopped to help the persons hurt in the accident. The two teams of "hurt" students lie on the floor and loudly verbalize the injury indicated by the card taped to them: ¡Estoy

herido(a)! ¡Me quebré un hueso de la mano! ¡Me quebré un hueso del hombro!, etc. Students with the emergency procedure cards now scramble to match their procedures with the appropriate conditions; arguments might develop but one procedure must be found for each emergency. When all emergencies have been matched by a procedure, the students with the procedure cards must verbalize the emergency and give a command using his procedure: "¡Este hombre se desmayó! ¡ayúdelo!" Each set of two teams practices role-playing. The teacher could compare the role-plays and award a prize to the teams that finish the exercise with the greatest speed and with, especially, the most Spanish spoken.

10. Banking. Entire class/pairs. High school grades.

Review numbers. You may also wish to present Spanish numbers, and how currency amounts are written in Mexico. Present vocabulary for banking. You may also wish to explain the exchange rate system and the procedures particular to the Mexican system. There are separate windows (cajas) for making transactions and for receiving cash from the clerk (el cajero). Present dialogue on banking. Divide students into groups or pairs to practice it. Appoint three students to play roles of the three bank employees in the dialogue. Set up the windows for the different transactions (la caja). You may wish to use appropriate props (i.e., copies of Mexican currency). Recycle the exercise in several ways. Check the actual exchange rate over several weeks and have the students practice exchanges of various amounts of dollars against the Mexicn peso.

11. Shopping. Entire class. All grades.

Have students stand in facing lines. One line holds pictures of items; the other holds prices written on a card or piece of paper. Students then practice a guided dialogue:

¿Cuánto cuesta?

Cuesta _____ pesos.

¡Es demasiado caro!/¡Es buen precio!

Students exchange cards and roles.

12. Shopping and banking. Entire class. Secondary grades.

Establish a market day when students buy and sell items they have made. This works very well with food items. Give each student an equal amount to spend (30,000 pesos) in Mexican play money. Divide the class into two equal groups of buyers and sellers. After twenty minutes or so, have the students exchange roles for an equal amount of time. At the end of the exercise, those students with the largest profit will have sold the most popular items. This activity will involve questions such as:

¿Qué tiene para vender?

¿Cuánto cuesta?

¿Tiene cambio de (cinquenta) _____ pesos?

Remind students to use the normal courtesy expressions for shopping such as "Buenos días" and "Hasta la vista" to the salesperson; "Quiero/quisiera" and "por favor" during transactions. As an extended activity, students could fill out bank deposit slips with the amounts of Mexican currency to be deposited into their cuenta corriente (cuenta de ahorros):

_____

_____ 10 (diez pesos en papel moneda) _____ 1 peso en cambio

_____ 50 (cincuenta pesos) _____ 50(cincuenta centavos en cambio)

El sumo:_____

Nombre_____ Fecha:_____

Dirección:_____

13. Postal service. Pairs. Secondary grades.

Teacher presents vocabulary for the Mexican postal system. The students are shown how an envelope is addressed in Mexico, with the postal code written before the name of the city (and after the name of the city if it is a large city) and the return address written on the back flap of the envelope. Students are assigned to prepare an envelope or small package to be sent from a Mexican post office to a destination in Mexico or the United States. Mail items are then weighed in a metric scale and their weight noted on the upper right-hand corner of the envelope/package. If a scale is not available, an appropriate weight is guessed and indicated. Mail items are collected by the teacher; students now take the roles of "empleado de correo y cliente" by sitting face to face in an inner and outer circle. Students sitting in the inner circle play the empleado de correo and receive a copy of the tarifa postal for Mexico. The teacher distributes letters and packages to the students on the outer circle. Each facing pair of students now practices a conversation in which the type of

mail, its destination, and postage cost according to weight must be considered:

Simon: Buenos diás, quiero mandar esta carta por avión.

Agente: ¿A los Estados Unidos?

Simon: Sí, por favor.

Agente: Su carta pesa 20 gramos, 20 pesos, por favor.

Simon: Aquí tiene cincuenta pesos.

Agente: Tiene usted 30 pesos de cambio.

Postal items are passed to the right as each pair of students completes the dialogue. Periodically, the inner and outer circle should exchange places. The teacher may also wish to stop the exercise periodically and ask several pairs of students to role-play for the entire class. Since not all the postal items prepared by the class may be used for the first exercise, this activity could be recycled by repeating the exercise with the other items at a later date. The conversation could be expanded by having the students register the mail and adding the registration cost to the postage cost:

Simon: Quiero registrar la carta.

Agente: Entonces hay que llenar este formulario y le costará otro viente pesos.

Simon: Viente pesos y viente pesos son cuarenta pesos.

Agente: Gracias.

Mexican stamps could be awarded to those students who become the most proficient at this exercise. This material could also be included in a unit on writing letters to Mexican pen-pals.

14. State of health. Pairs. Secondary grades.

Establish a list of medical problems or emergencies that doctors may

encounter. Create a team of doctors in the class. Make cards describing the symptoms of several common illnesses. Pass out the symptom cards to the members of the "sick" team and instruct the class to play their roles. The doctors ask the patients questions and make their diagnosis. Here are some sample content for symptom cards:

1. la gripe: Yo estornudo. Tengo fiebre. Me siento cansado.
2. Tengo dolor de cabeza: Ayer estaba con un amigo en la cantina y tomé demasiada cerveza.

15. Biographical information. Groups. Secondary grades.

Divide students into groups of six. Tell them that each one of them in turn is to pretend that he is attending school in Mexico for a year and that he will also be an assistant to the English teacher of the school. The other members of the group are to role-play the principal and faculty members of the Mexican school. They are to ask the American exchange student questions about his age, family situation, work experience, etc. Have students create an interview form. Students are to list the name of each student in their group on the interview form and check off items as they proceed. For reinforcement, the teacher could circulate from group to group and ask the students the same questions about each other in the third person. This same exercise could also be done without the role playing context as a get-acquainted activity for third or fourth year language classes.

<u>Topic: Home - describe different kinds of dwellings and their functions and purposes through questions and answers.</u>

Activity: Collect exterior and interior pictures (and possibly floor plans) of various kinds of homes, including an apartment (or apartment house), a single family home, a duplex, a vacation home or cabin, a farmhouse, a hotel, a youth hostel, a mansion, a tarpaper shack, the Taj Mahal, a medieval castle, etc.

Divide the class into as many groups as there are kinds of dwellings (preferably no more than three students to a group), and give each group the appropriate picture(s). Ask each student in the group to compose questions a reporter or interviewer might ask to gather information about the dwelling itself (age, location, number and kind of rooms, furnishings) and the purposes it serves, including the activities that take place in various rooms and what people live there.

Students then pool and revise their questions into an oral questionnaire and select one student to be an interviewer. They practice asking and answering the questions in their groups as if they were appearing on a television show (Lifestyles of the Rich and Famous? Lifestyles of the Poor and Obscure?). After rehearsing, each group presents its interview to the class, using the picture and floor plan as illustrations.

Suggestions: The group questionnaire could also be used to gather information to be presented to the class in the form of a description or summary. One member of the group could draw a floor plan on the chalkboard as the description is being given. Another activity could involve listing advantages and disadvantages of each type of dwelling, either as brainstorming on the chalkboard, individually, or in pairs or groups. Students could then discuss their preferences and give reasons for their choices.

Proficiency Test: A written or oral summary of the interview or description.

Topic: Food - Identify and describe eating customs in Mexico, and use expressions to use in various eating situations.

Activity: Collect or sketch (with stick figures) a series of pictures of people eating different meals at different times of the day. Draw a clock face in the back corner of each one with hands showing the time of day. Students describe the eating habits illustrated, beginning with the time. A sample narration might begin: "Señora Sanchez desayuna a las 7:30 de la mañana. Ella come pan con mantequia y mermelada y toma café con azucar y crema. A las diez A. M. Maria come una rebanada de pan con queso y una manzana. Ella tiene mucha hambre." Students continue until they have recounted the meals and snacks consumed at different times of an entire day. Provide expressions to be used for each meal or snack time and role play the situations. Use cue cards or list expressions on the board before role playing.

Suggestions: If you use sketches, use the same person in each one for continuity. You can give the person a name and have students describe his or her personal eating habits. Or students can pretend the people pictured are members of the same family, or they can talk about eating patterns in Mexico in general. Students with greater proficiency can include more explanations and details, if they wish. It is especially important to help students learn the appropriate discourse for these situations. This

activity can be adapted for more advanced students by having them describe the sequence and composition of the day's meals in past tenses, as a habitual action or as a certain set of actions that happened yesterday, or in the future tense, as actions that will happen tomorrow. Using these ideas in conversational situations is very important to role play.

Proficiency Test: Use the pictures as prompts and ask the students to retell or write the narration, especially to role play the situation using the language that pertains to eating.

Topic: Emotions - Be able to describe people you know in terms of their qualities.

Activity:

1. The teacher lists 15-20 personal qualities on the board (or the class brainstorms qualities which they look for in good friends, or qualities which they see in people they know, whether positive or negative. Brainstorming may be in Spanish or in English, but the teacher lists only the Spanish word on the board). Students then discuss in pairs or as a class the various qualities as they exist in people they know, including family, friends and acquaintances, or known personalities.

2. Each student brings a picture of a known personality and tells a brief story which highlights a particular quality for which the person is known.

3. Emotions (not qualities) are listed on the board. These same words are written on separate pieces of paper. Students divide into groups. One student in each group is given a paper listing one emotion and, at the signal, he pantomimes it for the group. A time limit is established, 30 - 60 seconds, depending on the difficulty of the words. The team with the highest number of correct guesses wins. The act which portrays the emotion must be featured.

Testing: Be able to describe people you know in terms of their qualities. Give problems to solve through descriptions of qualities and/or emotions.

Topic: Weather - To create with the language and ask questions about weather.

Activity:

1. Listen to a pre-recorded weather forecast in Spanish. Write the important words on the board. Listen again. Divide up into pairs and create your own "Reporte del tiempo." One of the pair reads the report to the rest of the class. A variation would be for class members to record reports as dramatization on videocassette and play back.

2. Team 20 questions. Choose a person from Team A and send him into hall. Choose a concept or word about the weather. Person from Team A comes into room and asks up to 20 questions or until guesses correctly. (5 points for correct guess). Variation would be to have the teacher do it.

3. Introduce important concepts and vocabulary for a weather report in Spanish. Write words on the board. Play a pre-recorded weather report for comprehension practice. Play Baseball game where you give them a base with a Spanish word and they must either describe the concept or define the word about the weather, i.e., describe "región de alta presión barométrico; área de baja presión," "prognosticación." For each word the person defines correctly in English his team gets a single point. For each word or concept a person describes correctly in Spanish his/her team gets a double. Play for points or not. If points, 15 points to winning team members.

Testing: Ask the teacher some questions about the weather. Describe por mi una tormenta.

Topic: Hobbies, Sports, Games - To create with language and ask questions about hobbies, sports, and games.

Activity:

1. Pair activity: Divide the students into pairs. Have names of important sports figures cut out in advance with scotch tape on them. Partners put it on each other's back. Partner asks question of other person about the person whom he is role playing. He asks these questions in Spanish about himself until he guesses the identity. Student pairs that finish early help other student pairs.

2. Have students write a script in Spanish of what a typical soccer game, track meet, or swim meet broadcast would sound like. Much pertinent

vocabulary has previously been introduced by pictures, TPR, or by an actual recording of a football broadcast in Spanish. One partner mimes the broadcast in front of the class while the other says the broadcast from the back of the class.

3. Teacher describes his favorite sport through pictures and writing on the chalkboard. He also tells how to play it. (May use diagrams here.) Pairs are given assignment to tell how to play and describe their favorite sport or game. After 2 nights of homework to prepare, one or both students get up and describe the sport in class. This could constitute one of six major assignments during the quarter or semester.

Testing: Ask me questions about sports. Describe por mi un deporte o un juego o una afición favorito.

<u>Topic: Health - To recognize and use orally the vocabulary associated with health and deal with survival situations concerning health.</u>

Activity:

1. Write a description of a disease on a card. Put the class in teams. Read the card and the first team to identify the disease gets the point.

2. Have them keep track of their food intake and exercise for a specific length of time. This should be in greater detail than the novice level.

3. Have them draw a card with an illness or symptom. In pairs, have student try to describe the illness to the other person without naming it.

Topic: Occupations - To teach students names of occupations and give them familiarity with vocabulary of professions and to afford them opportunities to interact orally.

Activity:

1. Play the game "What's My Line?" A student would pick an occupation and either a panel or class members would try to guess the profession. Questions should be more complex and detailed.

2. Bring in a newspaper. If you can get one from Mexico or from any Spanish speaking country it would be better. Look through the want ads and see what jobs are being offered. Have students write a resume as though they were applying for the position. Talk as a class about the various qualifications needed for jobs. As a role play have students be the employer and interviewee in a pair situation.

Topic: Money - To recognize and use the currencies of the Mexican speaking countries in oral situations.

Activity:

1. Review a "Cambio de moneda" conversation. Then have the students repeat a conversational test of the Novice Level. Currency will be needed for Mexico.
2. Prepare a list of questions and phrases to be used when shopping, such

as, "¿Cuánto cuesta eso?" This would be mainly what a customer would say. Next, create a list for shopkeepers and clerks, "¿Qué quiere usted, por favor?"

3. Divide your classroom into 3 designated countries. Rig up stores and shops, being sure each gets the correct pictures or props of what really could be bought in each shop. Set realistic prices for the goods. One-third of the shops are in Mexico, another third in Guatemala and the last third in Puerto Rico.

4. The class period before the Proficiency Test every student draws cards designating him a customer or a clerk.

Testing: 1. Customers buy what's on their shopping list. 2. Clerks sell in assigned shops. Each speaks his or her piece. Each writes down the dialogue needed to complete the transaction.

Topic: Family - To understand and use terms indicative of the extended family in conversation.

Activity:

1. Introduce more family terms, such as el tío, la prima, el cuñado, etc. Then describe an extended family, having students draw the genealogical chart again. (See Novice Level Activity 1.)

2. Each student brings either a portrait of his family or a sketch or "rendering" of a fictitious family. First, practice in groups, introducing each family member, such as, "Esta es mi hermana. Ella se

llama Leticia y tiene ojos azules." Second, each student introduces his family to the class.

3. Simple pictures need to be produced. For example: Señora Florencia, tiene nariz largo. Now a discussion of the Treviño family can proceed. These discussions can elicit family descriptions, plus added details about who inherited which traits from whom.

Testing: Repeat Activity 3. Have students write a letter describing their family. Have conversations in various plausible situations describing extended family.

Topic: Shapes, Containers, and Textures - Students will use shapes and textures to describe and develop simple communications about survival needs and immediate surroundings.

Activity:

1. Act out role plays, i.e., you have lost your contact lens and you want help finding it, but you don't know the word for contact lens. Describe what a contact lens is by using it's shape, among other things, so others will be able to help look for it.

2. Describe some object to another student and have that student guess what it is.

3. Teacher names an object and students come up with as many ways as possible to describe it without naming it.

4. Role play situations requiring conversational use of shapes, containers, and textures.

Testing: See Novice Level.

Topic: Directions - Students will ask and give directions in many role play situations.

Activity:

1. Recycle activities in Novice Level. This time stress questions and creating by the students.

2. Role play person asking for and persons giving directions.

3. Role play or have situations where some of the directions are not understandable and clarifications must be asked for again and again. Practice circumlocutions!

Topic: Plants, Animals, Earth - Find and describe the most common plants, animals, and inanimate objects found in nature. Collect real objects or pictures and label them and devise circumstances in which to talk about them. Differentiate between receptive vocabulary (listening and reading comprehension) and productive vocabulary (speaking and writing).

Activity:

1. Scavenger hunt (review activity). The teacher prepares one or more lists of items, using only the article and noun. The master list may include 20-40 items. The list for each group of students includes

possibly only 8-10 items, but each group has a list somewhat different from the lists in the other groups. During class the student in each group decides who will be responsible for each item. Students write several descriptive sentences about the items collected and bring the objects and sentences to class. Students share their items and sentences via show and tell, either in their groups or for the entire class. Items included could be twig, blade of grass, spider, pebble, etc., and each list could include one or two items not yet discussed. Variation: the class could brainstorm on the previous day, listing all the possible items which could be on the master list, and the teacher could then add several of the new items to each previously prepared list. (Brainstorming should be in Spanish, except for new words, or students could be required to look up new items in the dictionary before they are allowed to list them on the board.)

2. Hold a funeral for a classroom plant or pet which dies or is killed. Each student must say one nice thing about the victim.

3. Describe plant and animal life, and the earth, as they exist in various geographical regions, e.g., desert, jungle, mountains, ocean, river, your own back yard. Make a collage of one of these and tell the class about the pictures included.

4. Go for a nature walk and talk about what you see.

<u>Topic: Transportation - Describe types of vehicles in terms of appearance, how they operate, how one enters and exits, what one says in them or about them in conversation.</u>

Activity:

1. Pass out one picture to each student. The students have several minutes to write down descriptive sentences. They will first share their sentences with their partners (be sure that partners do not have the same vehicles). Then various students will share with the class. Have a class helper either look up words to supplement the vocabulary, or list the words to be looked up later. Variation: students write one or two sentences on the board. These are corrected and made authentic. Then each student copies the sentences onto a picture paper or into a notebook to get ready for real writing in his/her journal and for conversation.

2. Have students write up instructions in TPR fashion explaining how to get into and out of a car, canoe, bike, bus. They then give these instructions to the partner or to the class, and the person(s) follow the instructions. It is important that instructions be followed as given, even if they are not correct.

3. Play bingo with pictures. Teacher or students prepare cards. Students or teacher gives clues.

4. Play tic tac toe with pictures in the spaces.

5. Teacher and/or students draw fictitious vehicles and then describe them; appearance, method of operation, advantages, to the class, and the class members draw them.

6. Give oral reports.

7. Use problem cards to set up conversational activities or interview outlines to help students interview each other.

8. Play association game with pictures. Let a student be the director of the game or the master of ceremonies.

Topic: Body Parts - To use body parts in games and conversations.

Activity:

1. Students sit in a circle. One student stands and picks another in the circle to speak to. He then puts his hand on one part of his body and says, "Esta es mi . . ." (He calls it something it is not.) The student to whom he is speaking must touch the body part the first student touched and pronounce the correct name, and so on.

2. Students produce the play "Caperucita Roja."

3. Student illustrate the play "Caperucita Roja."

4. Students do silhouettes of each other.

5. Students give teacher instructions on drawing body. Teacher gives students instructions on drawing body.

Topic: Animals - to use Spanish vocabulary when speaking of animals.

Activity:

1. Students produce the play "Los Tres Osos."

2. Students illustrate the play, "Caperucita Roja."

3. Teach students the sounds the animals make, then give them a crossword puzzle.

4. Teach zoology unit in Spanish.

5. Have students write a description of an animal for others to guess.

6. Play animal charades.

7. Go on a field trip to the zoo where there are animals and have the students act as guides in target language. The teacher can be the guide or a zoo worker who speaks Spanish.

8. Have the students make their own art gallery of animal pictures then tour the gallery using the students as guides.

Topic: Animals - describe various animals or fictitious animals.

Activity:

1. Each student draws an animal or a fictitious animal. Each student

then explains to his partner or to the teacher how the animal looks. The other student or the teacher draws the animal, based only on the description. Pictures are then compared. Several may draw on the board.

2. Tic tac toe. Each student makes a tic tac toe grid and writes in the names of nine animals, preferably with gender, in any order. The animals may be chosen from a master list provided by the teacher, may be limited by giving a category (barnyard, pets, African, fowl, etc.) or may be brainstormed by the class prior to the game. The teacher then calls on various students who then choose one of the animals they have written down and describe it in 2-5 sentences, but without stating the name of the animal. Clues should include physical characteristics, but may also include habitat, eating habits, dangers it faces, how man uses the animal, and the verb used to describe its sound. The first student to get a row of three goes to the board and writes his name there. Once five people have their names on the board, the game stops, and the rows are checked to be sure the marked animals have been mentioned. Variation: Before beginning play, but after the grids have been filled in with names of animals, students are given several minutes to write descriptions of two or three animals, so that the game does not slow down because some students may not be able to describe spontaneously.

3. Each student brings a picture of a pet or other favorite/unusual animal and describes it to the class or a partner. Each explanation should include information concerning appearance, eating habits and

habitat, usefulness to man (or in nature), sound produced, and anything unique. Students may then exchange pictures and do the same.

4. Contest. The teacher or the students read or give a description of an animal, one sentence at a time. Work as teams or partners. The first one to guess the correct animal gets 5, 3, or 1 points, depending on whether one, two, or three clues were given.

5. Game (in partners or teams). A picture of an animal is shown along with the instruction: Dé el nombre, el sonido,la aparencia,o el proposito,o algo de interés sobre este animal. The student must then give a sentence which matches the animal's sound, or describe its appearance, or tell how it is used by man (or in nature), or any one of the three. For example, Lion, un lion ruge/lioñes tienen largo melena. Variation: Students write the sentence on paper or on the board rather than before saying it orally.

Testing: Describe an animal in some detail so that the rest of the class can recognize it. Describe a fictitious animal in such a way that others can draw it.